



2021/22 RECOVERY PLAN

The summary of targets are:

Leadership and management

- Centralise CPD for College and Harington to regularly make effective use of Wednesday afternoons. There is some choice but focused around key priorities of pastoral, welfare and teaching.
- Specialist on-line training via NSPCC on critical safeguarding issues e.g. managing allegations of sexual abuse.
- Respond to staff survey suggestions for CPD including accredited offer – see 2020-21 schedule.
- Ensure statutory 2-year inductions for Early Career Teachers (ECTs) are in place and mentors and ECTs are signed up for the relevant sessions.

Quality of Education - Outcomes

- In light of the impact of Covid-19 and lockdown periods, monitoring of Pupil Premium and SEN students will be approached with robust rigour to drive further improvement. Intervention will be used to target identified students, alongside the Pupil Passport to ensure engagement within the wider curriculum.
- Careful monitoring of the gender performance gap to ensure the gaps do not increase across all key performance indicators.
- Ensure that More Able students achieve the 5+ basics measure in both English and mathematics by closely monitoring of the crossover element.
- Achievement within the Open Basket will be monitored to ensure that appropriate measures are taken to drive improvement with boys in relation to this area.
- Before/After College intervention focused on Year11/13. In class intervention for the rest. Training around delivering high quality in-class intervention.

Quality of Education – Curriculum

- To continue to scrutinise the quality of curriculum provision through subject reviews. Initial areas of focus: drama, tutorial, biology, art, RS. To pursue subject development by ensuring recommendations from the 20/21 subject reviews are translated clearly on the team recovery plans and are acted on.
- CPD to include further embedding of Rosenshine's Principles so that teaching leads to progress as students "know more and remember more."
- Return to two observations for all staff including the additional ungraded coaching observation in term 1.
- Develop the targets for the Accelerated Reader programme so that the impact can be measured across groups in Year 7 and 8 and that a love of reading is further developed through high-quality strategies in the library.

- Maintain the uptake of option subjects to keep groups viable and to offer a broad range of qualifications for all students: 8% GCSE music, 8% BTEC music, 10% graphics, 12% drama, 65% MFL and 60% Ebacc.
- Review curriculum offer to ensure that the BTEC subjects match the needs of those students taking them which will be supported by the capital growth programme.

Personal Development

- Co-ordinate the PSHE and pastoral aspects of tutorial by introducing regular pastoral/tutor meetings. Client Services Advisors attached to each year group will liaise with the relevant tutors improving communication and that the tutor leads for each year group share the programme of study and resources to clarify and improve the quality of provision.
- Continue the planning started last year with the student working party to ensure that our delivery and resources for Relationships and Sex Education (RSE) meet the needs of the students.
- CPD to be given to all tutors to help them deliver the difficult topics (RSE, gender, race issues etc.) with more confidence and in a way that really engages with students.
- Following the Religious Studies scrutiny, ensure that any recommendations are put in place so that the statutory Religious Studies curriculum is clearly covered in KS4 through the tutorial programme.
- Reintroduce extra-curricular activities including UK trips and visits, following risk assessments, so that we restore our students' full education as quickly as is safe to do.

Behaviour

- Sustain high levels of attendance.
- Maintain our ethos so that the vast majority of students continue to behave well in lessons by ensuring a broad range of recognition and rewards for students who do the right thing.
- A regular pastoral meeting to support effective monitoring and intervention earlier, year group tutors, Client Services Advisors and the Senior Leadership Team to attend.
- Refresher training for all staff, including support, to address specific behaviour issues e.g. ADHD. Training to include the use of escalating sanctions for students at pre-stage 1 i.e. not under Client Services/ keyworker.

To support the most vulnerable students at risk of permanent exclusion:

- Increase capacity of Client Services – move to new space and additional Client Service Advisor.
- Review the role of the Client Service Advisor, particularly that of Keyworker working with students on Stages support.

Consider the support available at each stage, specifically, at Stage 3 where the need for support from external agencies to reduce the need for permanent exclusion is required.